New Hampshire Department of Education
Bureau of Special Education
Special Education Program Approval and Improvement Process

Merrimack School District
SAU 26

Focused Monitoring Report
2014-2015

Marge Chiafery, Superintendent

John Fabrizio, Director of Special Services

Technical Assistants:
Maryclare Heffernan, M.Ed.
Joseph Miller, Ph.D.

Report Date June 5, 2015

I. Table of Contents

I.   Introduction

Achievement Gap

Since The New Hampshire Department of Education has elected to address the achievement gap as the 'key performance indicator' for meeting the statutory requirements in the NCLB legislation, the Merrimack School District was invited to participate in Focused Monitoring (FM) for the 2014-2015 school year because the achievement gap between special education students and their non-disabled peers in Merrimack was identified as the largest when compared to districts of similar size[1].

Since 2007 Merrimack reading and mathematics achievement has been relatively flat for both students with disabilities and students without.   During this time the reading achievement gap has changed very little ranging from 50% (2007) down to 42% in (2010) and settling in at 48% (2013). Mathematics has experienced even less annual variation with gap generally around 47%.

Merrimack's results in this area compare with national statistics in this regard. Nationally, the largest category of students being served by special education is students with learning disabilities[2]. This group, which accounts for 39% of classified students, has average or above average intelligence according to the federal definition (Table below). The second largest group is students who are speech impaired. Also included are students who are hearing or visually impaired, orthopedically impaired, other health impaired, emotionally disturbed or developmentally delayed. Most of these students by definition do not have a significant cognitive disability; many fit within the normal range on the intelligence scale. Most of these students should be presented with grade-level challenge and many can meet the demands.

In order to help the Merrimack School District address this achievement gap, a system of Focused Monitoring, provided by the State Department of Education, was put in place. FM is a collaborative process designed to bring focus to the overall problem of the achievement gap, identify root causes of the gap, and develop plan to address the gap. Focused Monitoring depends heavily on an inquiry model of using data to examine the problem and the collective knowledge of the group to pursue solutions. Increasingly Focused Monitoring is encouraging districts to adopt principles from improvement science[3] to encourage more rapid learning about what works.

The mission of the Special Education Program Approval Process is to support the advancement of educational results for all learners. This aim is integral to the Focused Monitoring Process in select New Hampshire School Districts, where a strategic and collaborative process is developed to address the Achievement Gap between students with disabilities and their non-disabled peers. To meaningfully address this disparity, a systems perspective is essential to best create strategies that represent gains for all students, including those with unique learning abilities and challenges. Accordingly, the Focused Monitoring Process is designed to incorporate current school and school district improvement goals and strategies in this yearlong effort.

As we approached the FM Process work, our district was supported by two documents: District Mission Statement and District Logic Model:

---

[1] Achievement is measured using NECAP for the fall of 2013. Reading and mathematics proficiency overall for students identified as having an IEP is compared to students identified as not having an IEP. Merrimack is in the second largest district cohort, which includes districts that have between 4,000 and 11,999 students. This includes Bedford, Concord, Salem, and Timberlane.

[2] Data from the 2007-2008 (Center for International Leadership in Education 2011).
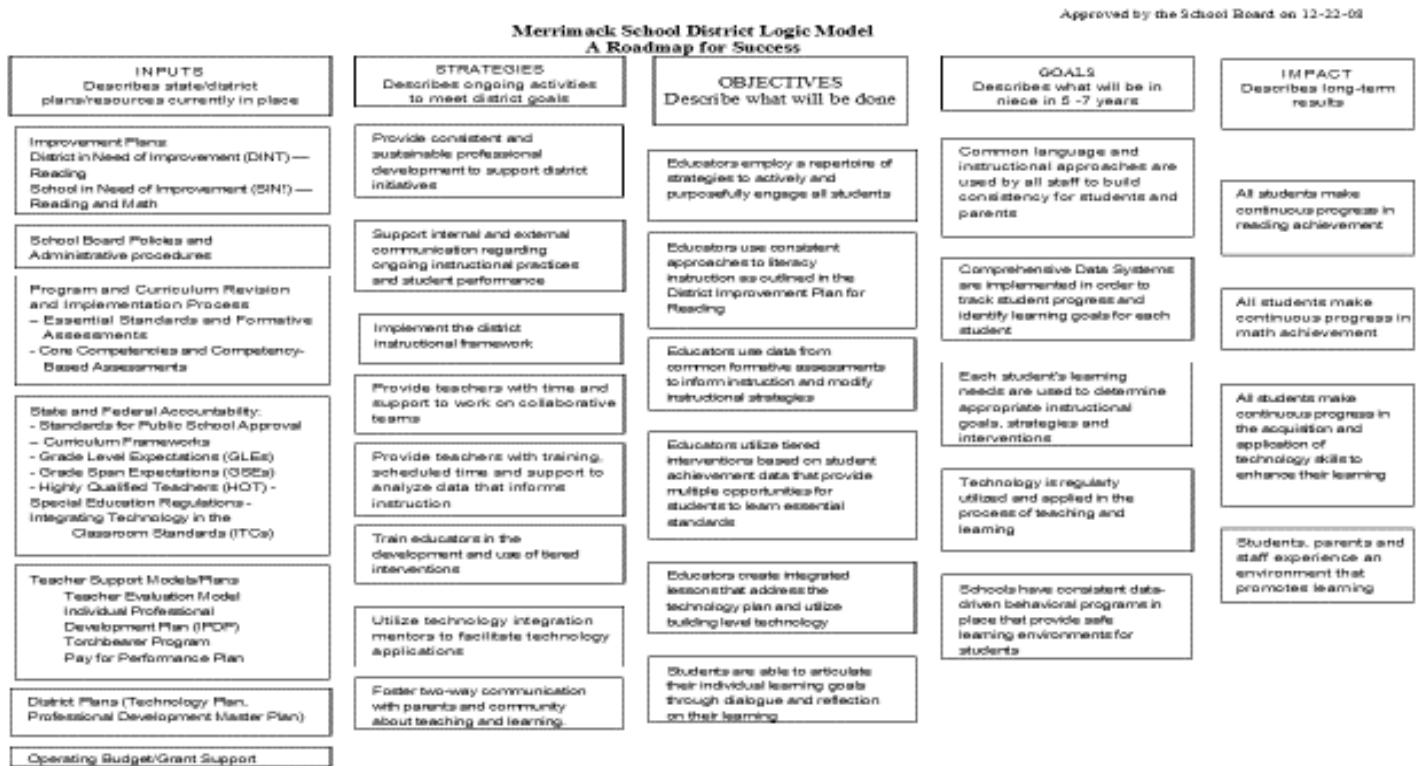http://teacher.scholastic.com/products/scholastic-achievement-partners/downloads/SpecialED_CCSS.pdf

[3] *The Improvement Guide* by Langley et. al. (2009)

Mission Statement

The Merrimack School District's mission is to build a <u>community</u> of lifelong learners.

District Logic Model

Additionally, our work was guided by the following essential questions:

What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how will this gap be narrowed?

II.   Focused Monitoring Process

Statutory Authority for New Hampshire Department of Education Monitoring

The Individuals with Disabilities Education Act (IDEA) provides federal funds to assist states in educating children with disabilities and requires each participating state to ensure that school districts and other publicly funded educational agencies in the state comply with the requirements of the IDEA and its implementing regulations. New Hampshire state law requires local school districts to provide appropriate special education and related services and requires the State Board of Education (SBE) to establish, monitor and enforce regulations governing the Focused Monitoring process.

The summary report for the Focused Monitoring districts is intended to serve as a record of the work of the Achievement Team during the 2014-2015 school year, and more importantly will contain a limited number of well-defined goals that will help focus the district's work by setting a target for student achievement or addressing the factors that impact student achievement. The document is intended to be a synthesis of what the Achievement Team has accomplished, which supports an improvement plan with clear goals, research-based interventions and action steps to achieve the goal of narrowing the achievement gap between students with and without disabilities. Monitoring visits and corrective actions focus on the specific processes related to the Key Performance Indicator that put districts on the "visit" list and are aimed at helping districts improve their performance on that indicator. A statewide group of stakeholders identified the key focus area for New Hampshire school districts.

In September 2014 the Merrimack School District began a yearlong process to analyze and understand the root causes of the achievement gap between students with and without educational disabilities. Initially, this process included the establishment of a Leadership Team and an Achievement Team designed to guide the work of the district through this process. The establishment of these teams was followed by a presentation and overview on the Focused Monitoring Process at Focused Monitoring Leadership and Achievement Team meetings. The two teams (**see Appendix A**), organized by the District Director of Special Services, John Fabrizio met on a regular basis throughout the 2014-2015 school year (**see Appendix B**) following the **5 Step Inquiry Process (see Appendix C)** designed by Learning Innovations WestEd (2006). During each meeting, Achievement Team members chose two from the following norms of collaboration:

- Pausing/Paraphrasing
- Posing Questions
- Putting Ideas on the Table
- Providing Data
- Paying Attention to Self and Others
- Presuming Positive Intentions

In addition, each meeting began with a review of the Positive, Concerns, and Insights (PCI) forms completed at the prior meeting. Team members reviewed feedback from the previous meeting, shared patterns, and discussed insights. The agenda was reviewed with all members and time at the end of the meeting was spent summarizing talking points to share with others about the work of the achievement team.

The Focused Monitoring Process consultants worked with district leadership to align the Focused Monitoring Process with the district wide Response to Instruction (RtI) design and implementation initiative that has been in place in Merrimack for several years.   The RtI framework, when fully implemented, will be responsive to all students' learning needs, and specifically for students with educational disabilities.

Off of these two groups, the Merrimack School District established the following goals for the Focused Monitoring Process for the 2014-2015 school year:

- To develop an Action Plan to address the root causes and narrow the achievement gap between students with educational disabilities and those without
- To support the development and implementation of a district RtI process.
- To design, test and study new processes for addressing the achievement gap within the framework of a coherent, systemic K-12 RtI program.

Planning to Address the Gap

Focused Monitoring is increasingly depending on the principles of improvement science to enhance performance. Improvement science encourages organizations to identify a problem for improvement, be clear about how to know if changes result in improvement, identify possible changes, and test the changes on a small scale before rolling these changes out to the entire organization. This approach emphasizes innovation in response to a problem, rapid cycle field-testing (could also be called action research), and spreading the change once learning has occurred. Improvement science emphasizes learning what works and in what contexts before trying to implement any change system-wide. This approach also encourages the staff closest to the change, teachers, to play a pivotal role in selecting, implementing, and testing the changes to address the problem. The proposed steps to this process are below[4].

Step	Description
Step #1 – Agree there is a problem that needs to be addressed.	The first step is agreeing that there is a problem that needs to be addressed by the organization. In the case of Focused Monitoring the problem is the achievement gap. In some cases this problem may not seem compelling or specific enough and districts chose to investigate additional data to determine where they want to enter into the conversation[5].
Step #2 – Identify a root cause of causes	Once there is agreement that a gap exists and that it can be closed participants focus in on what might be the cause of the gap that is within the organization's control. The causes of the gap generally fall into a few categories: curriculum, instruction, and assessment practices, organizational (such as how the adults are organized to address student need), efficiency, and other. The root cause (or category) could be determined in advance by a core leadership team. For example, if Merrimack intends to focus on core instruction over the next year this could be introduced as the key category from which we select changes (Step #5).

---

[4] The process may not be as linear in application.
[5] One FM district focused on mathematics because the reading gap had been closing over the past five years, but the mathematics gap had been increasing. In another FM district the participants in FM were not convinced that achievement was an issue, so they examined additional data to see if the gap persisted on other assessments.

Step #3 – Develop an improvement **aim**	At this stage we are asking the question: what are we trying to accomplish?
Step #4 – **Measure** improvement	How will we know that improvement has occurred? Measurement is a vital step in the improvement cycle. In the past districts have used annual state assessment scores to measure improvement. While state test scores are useful for this purpose, they are infrequent and usually the results come well after the district has moved on to new initiatives. In districts, like Merrimack, where there are common assessments (or interim) assessments we encourage the participants to look to these as an effective way to measure change in a short-cycle. There are other measures that might be useful as well. For example, if student engagement was identified as a significant problem the district might use short surveys of students at the end of class a few times a month to measure engagement.
Step #5 – Identify **changes**	At this stage participants in the process select one or two changes that they want to implement. The idea is to select changes that will result in improvement[6]. At this stage FM consultants work with the participants to identify ideas for change from the education literature[7] In school districts we often find ourselves looking for the perfect change at this point in the process. The one big idea that teachers will accept and is "research-based". However, the perfect change is elusive and this search is a major inhibitor to effective change (and improvement).
Step #6 – **Test** the change at a small scale	One important feature that distinguishes the approach of improvement science from traditional planning is that it encourages organizations to design small-scale experiments to test whether an idea works before trying to implement across the entire organization. At this stage the goal would be to get several teachers to test the proposed change. This is less formal than a pilot.
Step #7-**Learn** and expand	By testing the change at a small scale the district has an opportunity to learn rapidly what works and in what contexts. If the change did not have the desired impact there is an opportunity to ask "why?" before trying to move the innovation district-wide. The change can be altered and tested again before rolling out district-wide. If the change was effective the evidence from that test can be used to convince teachers to accept the proposed change.

---

[6] Keep in mind the old adage "all improvement requires change, but not all change is improvement."
[7] Focused Monitoring encourages districts to engage in a book study during the year. Increasingly FM consultants are encouraging districts to study the work of John Hattie (2009, 2012) as a source for ideas about what works in education.

III. Merrimack School District Achievement and Leadership Team Summary of FM Activities

September 2014

- Established norms to be used for the year (7 norms of collaboration)
- Developed a common understanding of the Focused Monitoring process (FM)
  - Narrow the achievement gap
  - Support improvement for all learners through systemic change
- Used the Data Driven Dialogue to analyze math and reading data. These data were the weighted mean achievement gap between students with disabilities and their non-disabled peers on NECAP. Also analyzed NH Growth Model data to see if groups of students are making progress.
- Used Problem Tree technique to identify potential causes of the achievement gap. Some of the patterns identified in the problem tree are below:
  - Common causes across the district:
  - Parental support
  - Lack of resources
  - Health issues
  - Process of identification
  - Instructional practice
  - Universal screening
- Initiative mapping – discussed the individual initiatives at schools that were designed to address the causes identified in the Problem Tree.

October 2014

- Focused on RTI non-negotiables/givens. The Merrimack RTI Leadership Team has been working on developing these for a few years. The goal was to finalize these before the end of November.
- The final **RTI Givens and Definition** are:

Definition of RtI

As part of the work of the Achievement Team and Leadership Team, and leveraging past work, the district developed the following definition of RtI in an effort to establish district wide continuity and consistency in philosophy and practice: *RtI is the proactive tiered process where each student receives and each educator provides high quality differentiated core instruction and interventions through a systematic integration of all District resources using data over time to make collaborative educational decisions matched to individual student needs in academic, social-emotional and behavioral areas.*

The Givens

As part of the work of the Achievement Team and Leadership Team, and leveraging past work, the district developed the following *Givens* in an effort to establish concrete expectations for protocols and practices that are now part of teachers' predictable and anticipated practice: The RtI model in Merrimack is a multi-tiered instructional support system that…

1. Includes all educators* working collaboratively in an integrated system that complements learning.

2. Engages a building based RtI Leadership Team to meet regularly, examine school-based data, refine practices, and foster the vision of the RtI Task Force.

3. Provides academic, social-emotional and behavioral support to all students.

4. Ensures that educators meet individual student needs through explicit, rigorous, and differentiated Tier I classroom instruction.

5. Provides early detection and intervention to meet students' needs in all settings and at all instructional levels.

6. Uses data provided by assessment and progress monitoring tools to determine the intensity, duration, and effectiveness of interventions*.

7. Makes responsive educational decisions and implements positive approaches, based on data, in regard to academic, social-emotional and/or behavioral domains.

8. Affords professional development to educators and allocates resources in an effort to ensure the long-term success of each student.

November 2014

- Reviewed and accepted the definition of RTI and the Givens as revised by the subcommittee.
- Determined how many of the Givens are currently well established with fidelity at each school. Created a crosswalk between the Givens and the current reality.
- Started development of a coherent, consistent and effective plan for communication of the RTI concepts and expectation for implementation out to the Merrimack School community.

December 2014

- Reported out on refined school communication plans (each school developed their own plan in early December on how to bring the rest of the school community on board with the RTI Givens and Non-Negotiables).
- Used district NECAP science results to practice applying the Givens.

January 2015

- School visits to elementary schools to observe the RTI work in action.

February 2015

- Snow days forced the cancellation of Leadership and Achievement Team meetings

March 2015

- Narrowed the scope of our conversation regarding students with disabilities and RTI. The primary focus of this meeting was to ensure that any solutions that were included in the action plan should be targeted to solve the specific problem of the achievement gap. The group ended with this focused question: "How might we reimagine instructional practices and structures for chronically underperforming students? "
- Identify potential solutions. The group used a Lotus Blossom protocol to generate possible solutions and drill down into those solutions.
- The action plan template was shared and the expectations discussed. The school teams were asked to share the focus question with their staff and come back in April and discuss possible solution.

*Interventions are defined as…Extensions, accommodations, modifications and remediation, both academic, social-emotional and behavioral within the educational community.

*Educators are defined as…… Classroom Teachers, Special Education Teachers, Specialist [UA, Language], Title One Tutors, Coordinators, Department Heads, Counselors, Related/or other Service Providers, and Administrators.

April 2015

- Leadership team met to look deeper at achievement data from a specific school.
- Measurable Goal and Objectives were discussed and drafted.
- Leadership team worked on action planning.

May 2015

- Develop the Action Plan Goals and Objectives- Report out
- Identify potential challenges and supports
- Communicating our efforts
- Plan for a Celebration of efforts-Report out

June 2015

- Review Draft Plan
- Celebration of effort

IV. Action Plan to Address the Achievement Gap

The Merrimack School District is committed to utilizing data to inform instruction in those places where it is not currently used and to refining data use to inform instruction where it is currently used, in order to reduce the achievement gap and guarantee continuous improvement for all students.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
Establishing a District-wide RtI Universal Team that meets quarterly.	-Administrative Representation -Representation from each building and Preschool. - Time- 4 half days -Professional Development in technology and data analysis -Identify team responsibilities and roles -Funding for subs	-Central office Administrator(s) -Principals/Asst Principals - One representative from each building - building level key personnel	August 2015-June 2016	**What & by whom**	**When**	**What & by whom**	**When**
				— Printed Schedule of meetings- by facilitator — Meeting minutes by note taker — Professional Development log by Central office	Quarterly	— Data trends — Identification of District needs	Quarterly Quarterly
Establishing a Building-based Universal Team at each school that meet monthly and follows the direction of the District RTI Universal Team.	--Administrative Representation -Representatives from each area/ grade and at least one member from the Universal District Team. -minimum of 2 hours per month -Professional Development in	- Principals/Assistant Principals - One representative from each area/ grade level - building level key personnel	August 2015-June 2016	— Printed Schedule of meetings- by facilitator — Meeting minutes by note taker — Professional Development log by Central office	Monthly	— Data trends — Identification of District needs	Monthly Monthly

	technology and data analysis -Identify team responsibilities and roles -Funding for subs						
Schedule and ensure dedicated time so that instructional teams/educators and schools have time to meet, collaborate and share data for the purposes of planning instructional strategies for students with disabilities and their non-disabled peers. Implantation k-6 and Pilot 7-9.	-Administration -Professional Teams/ Department Meetings. -Coordinators/ Department Heads - building based key personnel -funding for professional readings and resources. -Training and Professional Development. -Transition meetings	Building Administration	August 2015-June 2016	-Printed School Schedule -Printed PLT Schedule -Transition meetings	8/15	Log of meetings and attendance of team members	June 2016
Select and Pilot Universal Screening tool assessment in Reading and Math during the 2015-16 school year at K-6 Pilot 7-9. In the areas of Reading and Math.	-Fund Universal Screening tool (s) -Professional Development and training	Central office Administration Building Principals responsible assessment schedule aligned with the district calendar. Teachers are responsible for	August 2015- June 2016 for K-6 and implementation of a Pilot 7-9.	Schedule of benchmark assessment. Meeting notes Data reports: - School - Grade - Class - Individual students	January and June 2016	- Data reports - IEP goals	On Going

		ensuring students are assessed					
Developed a tiered system of interventions based on data from screening results (cut points and benchmarks)	- Professional Development - Time to meet - Sub Coverage - Development of protocols for collecting data - Come on cut-points/benchmarks - Co-teaching plans	District Universal RTI Team Building Based Universal RTI Teams	August 2015 June 2016	- Schedule of meetings - Process chart/model of cut points (visual representation) - Professional Development log - Co-teaching plans	By June 2016	Building data reports Meeting notes	2016
Develop a building based schedule the supports the differentiated needs of students k-12	-Administration -Teacher collaboration	-Administration -RtI Team - District & Building -All educators	-Fall 2015 -Fall 2016	-Copy of schedule -Teacher lesson plans -Administration -All educators	-Spring 2016	Administration -RtI Team - District & Building -All educators -Analysis of student data/growth	Spring 2016
Develop a District Framework for Data Management	- District Data Teams - Building Data Teams - Professional Development - Time to meet - Sub coverage	Administration Central Office Personnel -Department Heads -LASs -SECs	Spring 2016				-Spring 2016

	- Development of protocols for collecting data - Establish cut-points/benchmarks -All Educators	-All educators					
Select tool and methodologies to monitor students' progress at both elementary and secondary schools (Piloted 7-9).	-Formative and summative assessments -Benchmark assessments -Universal Tool -AimsWeb	-District & Building RtI Teams -Administration -Department Heads -LASs -SECs	-Spring 2016	-List of progress monitoring tools -District & Building RtI Teams -Administration -Department Heads -LASs -SECs	-Spring 2016	P+ -Data Team meeting notes -PLT notes	-Spring 2016
Promote District-wide professional development in the RTI framework, differentiated instruction, and data analysis for teachers, administrators, service providers and paraeducators. Training will be ongoing and embedded.	-Current literature -Associations with higher-education -Professional organizations/consultants	-District & Building RtI Teams -Administration -Department Heads -LASs -SECs	Ongoing 2015-2016 school year and beyond	-Log of Professional Development opportunities (district sponsored and outside resources) -District & Building RtI Teams -Administration -Department Heads -LASs -SECs	Ongoing – start: fall 2015	-MLP logs -IPDPs -EPEC -District & Building Focus Areas -District & Building RtI Teams -Administration -Department Heads -LASs -SECs	-Spring 2016
Develop/select a menu of research based interventions,	-P+ -Goal Book -Universal Screening Tool(s)	-District & Building RtI Teams -Administration -Department Heads	-Spring 2016 and ongoing	-On-line catalogue of Interventions and materials	-Spring 2016 and ongoing	-On-line catalogue of Interventions and materials	Spring 2016 and ongoing

materials and supports to make instructional decisions for students with disabilities and their non-disabled peers.	-District developed materials/strategies -Building developed materials/strategies	-LASs -SECs -All educators		-District & Building RtI Teams -Administration -Department Heads -LASs -SECs		-District & Building RtI Teams -Administration -Department Heads -LASs -SECs	
Develop a communication plan to inform parents and students of the Districts systems of assessment, data analysis, instruction strategies, progress monitoring, and reporting of student progress.	-Email database of parents -PowerSchool Bulletin -Alert Now -Standards-based report cards K-12 -Sp. Ed Parent Group -Building-based parent groups -School Board meetings	-District & Building RtI Teams -Administration -Department Heads -LASs -SECs	2015-2016 School year and ongoing	-Review of email notices -Review of PowerSchool Bulletins and all other forms of communication to parents	Spring 2016 and ongoing	-Copies of email notices -Copies of PowerSchool Bulletins and all other forms of communication to parents	Spring 2016 and ongoing

V. Next Steps

Communication

The Merrimack School District is committed to open, honest and ongoing communication with our stakeholders. We understand that maintaining a two-way conversation with stakeholders is essential for building relationships. These relationships are the foundation for a strong school system. This Acton Plan aligns with the district's goals and is incorporated in the Logic Mode. Annual objectives are tied directly to the objectives set by the district for achieving its goals.

This plan and our Logic Model are working document that will be reviewed on an annual basis by the District Leadership Team. It is used as a basis for the district's accountability, as well as for providing a framework for future resource and budgetary consideration.

The Communications Plan is intended to do the following:

1.   Implement communications that directly help the district achieve its RtI Action plan goals.

2.   Foster strong relationships with district stakeholders.

3.   Provide focus and direction for messages/methods in support of the RtI Process and the district's goals.

The district can more effectively provide consistent and unified messages by identifying and managing all communication avenues. A multifaceted approach to overall communications helps ensure greater impact of messages and the fluid implantation of the RtI process. The following list details the internal and external communication channels Merrimack utilizes and may use for the communication of the pan as it progresses:

Communication Vehicles: Electronic

    District Web page

    District News Letters

    School Web pages

    School &Newsletters

    Legislator Network

    Community Connections

    PR for Principals

    Targeted E-mail lists

    AlertNow system

    Professional Development Committee

    Video media

    Social Media: Facebook & Twitter

Communication Vehicles: Print

    Suburban Journal ads Annual Report

    Brochures

    Targeted mailing lists

    Communication Vehicles: Media Print newspapers Broadcast stations St.

Verbal Communication Interpersonal

    Achievement and Team

    School Board Meetings

    PTO Presidents' Forum

    Key Leader

    Student Council meetings

    Principal meetings

    Department and Area Meetings

    Professional Learning Team

Appendix A

New Hampshire Department of Education Technical Assistants:

Joseph Miller, PhD.
Merrimack School District Leadership Team Members:

Leadership Team	
Adam Caragher	MMS Asst. Principal.
Emilie Carter	MES Principal.
Nick Coler	RFS Asst. Principal.
Stacy Conty	MUES Sped Coordinator.
Meredith Davine	MMS Sped Coordinator.
Julie DeLuca	TFS Asst. Principal.
Ronald Delude	MHS Math Dept. Head
Sheila Demers	PK Sped Coordinator.
Laureen Dorow	School Psych.
Karen Eagan	TFS Sped Coordinator.
John Fabrizio	Director of. Special Services.
Helen Fitzgerald	MUES Technology Educator
Lisa Frenette	MHS Sped Coordinator.
Joanne Green	MES Sped Coordinator
Kathleen Hoppa	RFS Guidance
Rich Zampieri	MHS Assistant Principal
Shelley Lefebvre	RFS Sped Coordinator.
Angela Maslanka	MHS World Language Dept. Head
Mark McLaughlin	Assistant Superintendent
Nicole Pinkerton	MMS Language Arts Coordinator
Nicole Rheault	MUES Language Arts Coordinator
Cheryl Smith	MMS Math Dept. Head

Merrimack School District Achievement Team Members:

Achievement Team

All Members of the Leadership Team and:

Sally Agel	MMS Science Teacher
Deborah Barker	MHS Guidance Department Head
Bridey Bellemare	TFS Principal.
Keith Conley	RFS Special Educator
Sydney Conti	TFS Language Arts Coordinator
Kara Daley	TFS Teacher
Diane Foss	Speech Language Pathologist
Catherine Goodman	MUES Teacher
Kristen Herr	RFS Teacher
Margaret Irwin	TFS Teacher
Laura Livie	MUES Behavior Specialist
Dianne Macon	RFS Language Arts Coordinator
Courtney MacDonald	MUES Teacher
Marsha McGill	MUES Principal.
Jan Moynihan-Cooney	MHS English Dept. Head
Jennie O'Hara	MMS Teacher
Kathleen Ortega	MES Teacher
Colleen Powers	MMS Special Educator
Michelle Romein	MES Asst. Principal.
Bethanne Rousseau	TFS Teacher
Colleen Rush	MUES Special Educator
Maryanne Sabat	MES Special Educator
Hope Sette	Pre-school Teacher
Michele Sheremeta	MHS Special Educator
Kathleen Walczak	MHS Special Educator
Kimberly Yarlott	RFS Principal.

Appendix B

Proposed Focus Monitoring Schedule of Meetings

JULY

M	T	W	Th	F
	1	2	3	H
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY

M	T	W	Th	F
			H	2
5	6	7	8	9
12	13	14	FML	16
H	20	21	22	AT
26	27	28	29	30

AUGUST

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY

M	T	W	Th	F
2	3	4	FML	6
9	10	11	12	AT
16	17	18	19	20
23	24	25	26	27

SEPTEMBER

M	T	W	Th	F
H	2	3	4	5
8	9	10	FML	12
15	16	17	18	19
22	23	24	25	AT
29	30			

MARCH

M	T	W	Th	F
2	3	4	FML	6
9	10	11	12	13
16	17	18	19	AT
23	24	25	26	27
30	31			

OCTOBER

M	T	W	Th	F
		1	2	3
6	7	8	9	10
H	14	15	FML	16
20	21	22	23	AT
27	28	29	30	31

APRIL

M	T	W	Th	F
		1	2	3
6	7	8	FML	10
13	14	15	16	AT
20	21	22	23	24
27	28	29	30	

	M	T	W	Th	F
NOVEMBER	3	4	5	6	7
	10	**H**	12	FML	14
	17	18	19	20	AT
	24	25	26	**H**	**H**

	M	T	W	Th	F
MAY					1
	4	5	6	7	8
	11	12	13	FML	15
	18	19	20	21	AT
	H	26	27	28	29

	M	T	W	Th	F
DECEMBER	1	2	3	4	5
	8	9	10	FML	12
	15	16	17	18	AT
	22	23	24	**H**	**H**
	29	30	31		

	M	T	W	Th	F
JUNE	1	2	3	4	5
	8	9	10	AT	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			

FML Dates-(1:00-3:00 at HS Conference Room) 9/11, 10/16, 11/13, 12/11, 1/15, 2/12, 3/5, 4/9, 5/14, 5/20 5/26

AT Dates Full Days (8:00-2:30 at JMUES Room 122) 9/26, 10/24, 6/11

AT Half Days (8:00-11:45at JMUES Room 122) 11/2112/19, 1/23, 2/20, 3/20, 4/17, 5/21

APPENDIX C

The **5 Step Inquiry Process** includes the following components:
1. Get ready for Inquiry
2. Organize and Analyze (Data and Initiative Inventory)
3. Investigating Factors Impacting Student Achievement (Data analysis, Research Review, Action Research)
4. Determine Effective Practices and Write a Plan
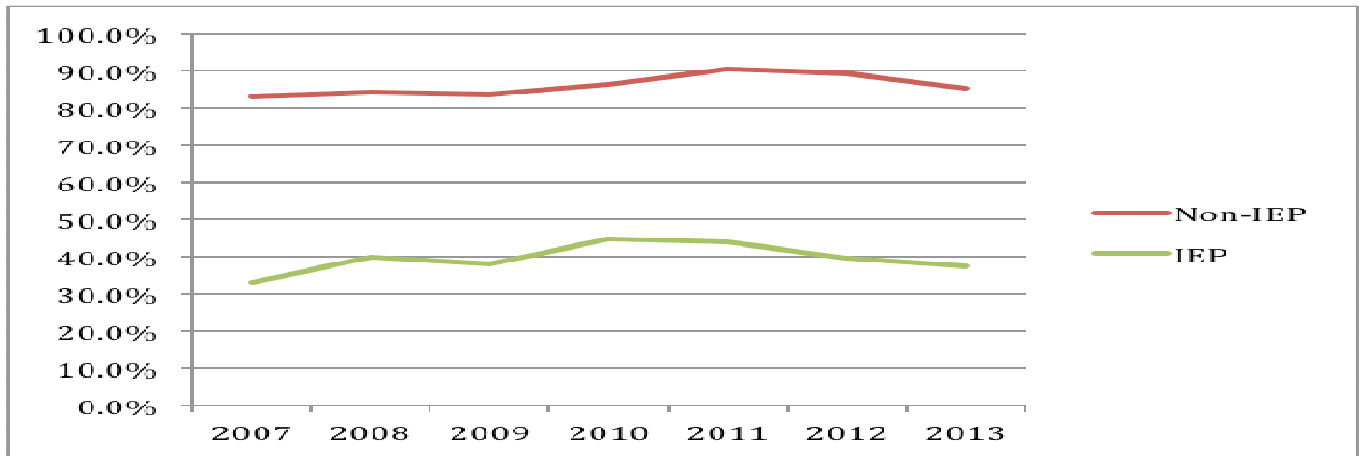5. Implement, Monitor and Evaluate (Year 2)

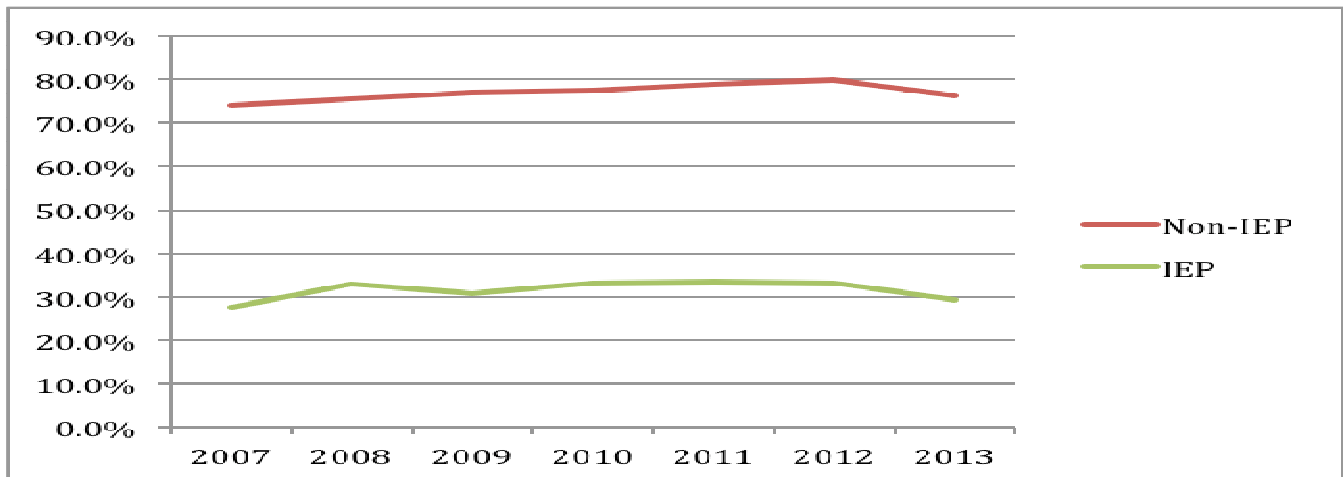# Cycle of Inquiry in the Schoolwide Improvement Process

WestEd
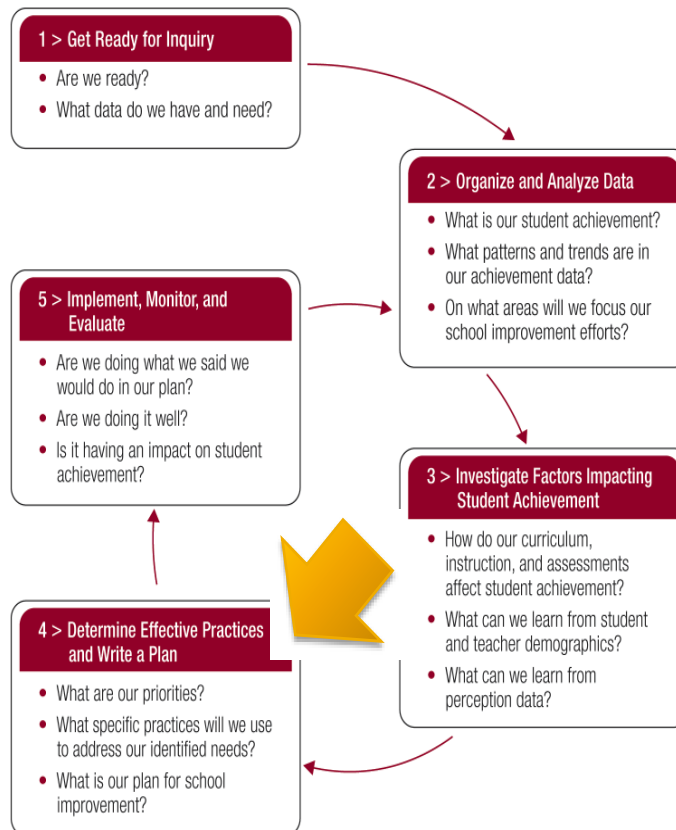
Appendix D

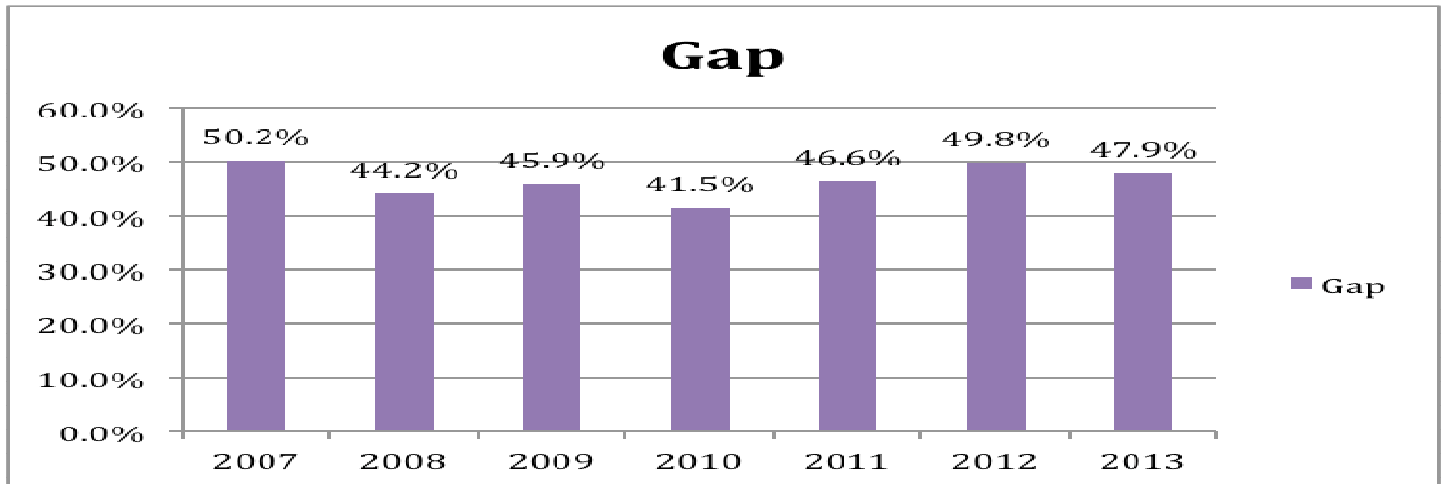Reading Achievement Data: Weighted Mean[8] Percent Proficient

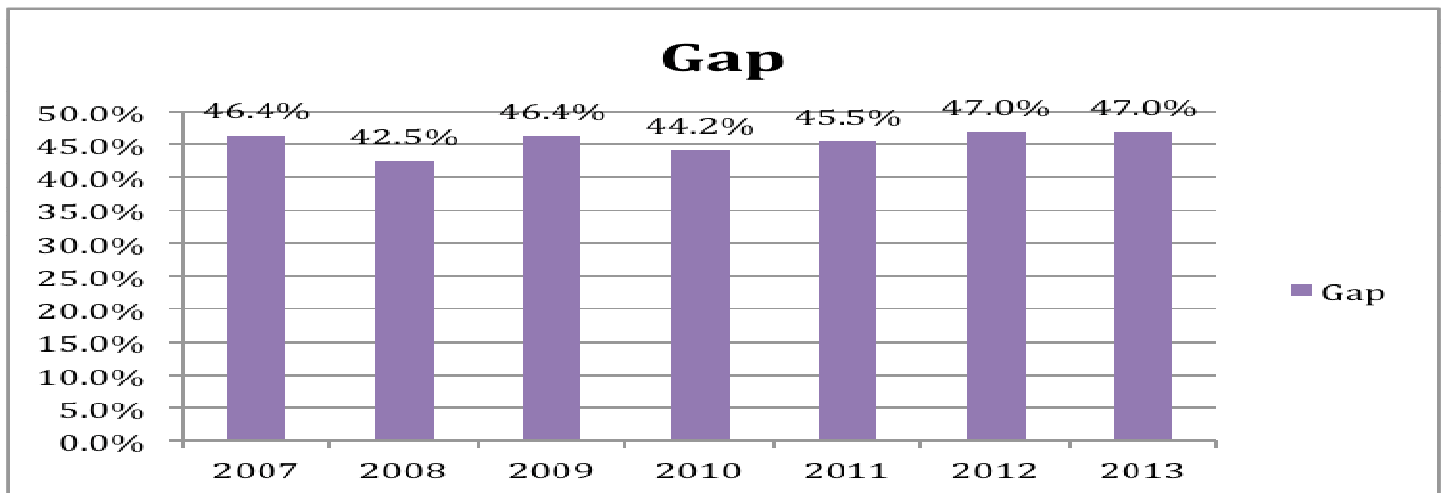Mathematics Achievement Data: Weighted Mean Percent Proficient

---

[8] A *weighted mean* just means that the mean is calculated by adding up all the students proficient and dividing that by all the students tested. The mean is not a mean of means.

Reading Achievement Gap

Gap

Year	Gap
2007	50.2%
2008	44.2%
2009	45.9%
2010	41.5%
2011	46.6%
2012	49.8%
2013	47.9%

Mathematics Achievement Gap

Gap

Year	Gap
2007	46.4%
2008	42.5%
2009	46.4%
2010	44.2%
2011	45.5%
2012	47.0%
2013	47.0%

Appendix E

<div align="center">

MERRIMACK SCHOOL DISTRICT
FOCUSED MONITORING PLANNING MEETING
New Hampshire Department of Education & Bureau of Special Education

July 21, 2014
10:00-12:00

</div>

Time	Topic	Description
10:00 – 10:15	**Opening Discussion – what we hope to achieve for the meeting**	**<u>Goal for the Year</u>** • To determine the root causes of the achievement gap between students with disabilities and their non-disabled peers • To develop an action plan to address the root causes and narrow that gap **<u>Goals for the day:</u>** • Determine where Focused Monitoring fits within the district committee structure • Determine organization (e.g. Achievement Team, Leadership Team) and members of committee • Set dates for meetings
10:15 – 10:45	**District Status**	• What are the core issues facing the district (overall and special education specifically)? • Where is the district in terms of RTI implementation? What are the next steps and how can FM help focus energy? • Is core instruction an area of focus (or a potential cause of the achievement gap)? • What other issues are likely to arise as important? What significant strategic issues are the board and administration grappling with (e.g. enrollment, demographics, etc..)?
10:45 – 11:15	**Data, reports, plans**	• What data, reports, plans are available and should be consulted by FM technical assistants? Has the district logic model been adopted by the board or is it still being constructed? • Should we complete a data inventory? • Should we complete an initiative inventory? • What data should be collected that FM can facilitate?
11:15-11:50	**Organizational Issues**	• Where does FM fit within the district committee structure? • What dates work for meetings?

11:50 – 12:00	**Meeting close**	• Action Items • PSU course

Handouts:

- FM Description – including the leadership and achievement team roles